

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter elaborates the conclusions and suggestions stemmed from the conducted research. The conclusions sections sums up how the research question of the research have been answered from the findings while the suggestions section portray the ideal recommendations for further research on this field.

5.1. Conclusions

Focusing on how the teacher talk produced in EFL classroom, the research relates the findings of the types of the teacher talk with the learning opportunities created by analyzing them through classroom management and teacher-student relationship analysis. During the five-week classroom observation, the conducted research has shown the expected types of teacher talk which are possible to occur in the classroom interaction. The categorization of the teacher talk was based on the Conversation Analysis (CA) methodology in which the features or types of teacher talk were adopted from Walsh (2002).

Two categories found were the construction and obstruction category of teacher talk. Each category came with different types of teacher talk. Even the number of occurrence was not significant; the teacher still produced the types of teacher talk which belonged to obstruction category. Teacher echo and teacher interruptions mostly found from the analysis. Teacher unnecessarily echoed the students' answer which had no specific benefit for the students. Moreover, teacher interruptions also led students to have fewer opportunities as it resulted in the teacher took over the discussion which made students had no space to contribute.

In spite of that, the overall teacher talk classification showed that the construction category was the most frequent of the teacher talk produced. Scaffolding was dominating the result. This result had proven that the teacher managed to keep giving the students the language support. It goes in line with the fact that the students were young learners which meant that they had very limited access to the new language. By producing this positive feature of teacher talk,

teacher succeeded to maintain the flow of interaction in the classroom by creating learning opportunities for students.

In addition to that, the good quality of teacher talk produced by the teacher was supported by other aspects of her teaching ability. Through the field notes taken during classroom observation, the teacher managed to show her ability in managing the classroom and developing a good relationship with the students. These two important aspects had successfully supported her ability in controlling the language use in the classroom. The three combinations of producing a constructive teacher talk, managing the classroom as a whole, and developing a good and supportive relationship with the teacher becomes the way for the teacher and students to have a good learning environment. Having a good environment of learning leads students to have more opportunities to learn which will have a good impact on their learning achievements.

5.2. Suggestions

Stemming from the findings of the research, here are some suggestions for teacher and those who are interested in this field:

5.2.1. Suggestion For English teacher in EFL Classrooms

It is very important to control the language use while doing the interaction in the classroom. Producing more positive feature of teacher talk which increases students' learning opportunities such as scaffolding is highly suggested because it makes students keep going on with their contribution and participate in the interaction. However, it should be noticed by teacher that they sometimes produce teacher talk which unconsciously makes students have fewer opportunities such as teacher interruptions. It leads students to lose their willingness to contribute as the teacher keeps interrupting their contribution. Some are even becoming a habit which can be disadvantageous for the learning process as it disrupts the flow of interaction and neglects students' learning opportunities such as teacher echo. Apart from the teacher talk, teacher also needs to maintain the classroom as a whole by maintaining the classroom management ability and developing a good relationship with the students.

5.2.2. Suggestion for Further Research on This Field

It is very suggested that the researchers observe more than one teacher as the participants. In addition to that, the researchers also need to make sure that the classroom conducted mostly consisting of direct interaction between teacher and students because the less interaction coming from students and teacher the less significant the findings will possibly be.